



Unit 4: Ethics, Behaviours and Values

Delivery guidance

Approaching the unit

This unit gives learners the opportunity to examine and explore ethics and the values in sport and the ways organisations maintain ethics and values. This will culminate in the review of ethical behaviours in local and national/international sports events.

The unit includes a number of topics that will be new to some learners. With this in mind, it is important that theoretical content is delivered via a variety of methods including presentations, debates, discussions and posters, as well as in practicals to demonstrate anatomy and physiology in action.

As this unit is assessed via internal assessments, class notes will be a huge benefit, supporting your learners in achieving success. Reinforcing learning will be extremely important and this should be embedded at all points throughout the delivery of the unit content. Literacy and numeracy skills must be developed, with links made wherever possible and applicable to the unit topics and content.

Delivering the learning aims

Learning aim A focuses on defining the ethics and the values of sport. This includes drilling down into what ethics means within different sports. Topics such as fairness, integrity, responsibility and respect will be key to understanding how ethics can impact on certain sports.

Delivery can be achieved via a combination of methods focusing largely on learner-centred learning. Teaching methods may include a combination of formal lectures, pair and group research and presentations, as well as independent study and peer teaching. Practical application is encouraged wherever possible and learning can be reinforced by watching video recordings, taking part in class discussions and completing worksheets and practice.

Learners should then focus on the values of different sports and how they are displayed in ways such as fair play and equal opportunities. They should then investigate positive and negative effects on sport and link these to financial, cultural, personal or organisational impacts.

Learning aim B is centred around the impact that ethics and values have on the organisation of sport. Through independent research, learners should identify organisations responsible for ensuring fair and equitable practice. They could be directed to certain organisations using the list in topic B1 and can also be supplemented from organisations within their country of study. This should lead them to evaluating the importance of ethical practice within those organisations.

The influence of ethical values within sports organisations and why certain businesses make unethical decisions could be explored via a learner-centred approach. Group, pair and individual tasks could be set, with information gathered to encourage peer learning/teaching and the consolidation of knowledge. An example of a group task is using 'jigsaw learning', where learners are given a workbook on one key organisation and must work as a group to piece together the reasons for unethical practice. Extended research will uncover methods that organisations can use to uphold ethical values in sport, such as: campaigns, laws/legislation and creating role models.



Learning aim C would benefit from learners attending a local sporting event, volunteering at an event or having a guest speaker who is an event organiser. This will give them first-hand experience of a local event which they can relate to.

Engage learners in a combination of teaching methods focused largely on learner-centred learning. Methods including snowball learning can develop peer understanding. Learners could share information they have gathered and suggest methods of increasing personal and organisational ethics and behaviours.

The research project assessment methodology may be new for some learners and it would be beneficial to show them a completed project so they can familiarise themselves with the format and content.



Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Explore ethics and values in sport	A1 Ethics in sport A2 The values of sport	A report that includes an evaluation of ethical values in sport and why participants and officials may make unethical decisions or take unethical actions.
B Examine the impact of ethics and values on the organisation of sport	B1 Organisations responsible for enforcing positive ethics and values B2 The importance of positive ethics and values to sporting businesses B3 Influences affecting ethical values in sport B4 Methods to uphold ethics and values in sport	A case study linked to a sport of the learner's choice, which discusses the benefits of ethical practice and the influences affecting implementing those ethical values. The information should highlight organisations involved in enforcing ethics and values as well as discuss the methods available to uphold ethics and values.
C Investigate how sporting events implement ethics and values	C1 Reviewing the organisation of sports events C2 Methods of increasing personal and organisational ethics and behaviours to enhance a sports event	A research project which investigates a local and a national sporting event. The project should highlight the current practices and suggest methods of improving ethics and values at the events.

Assessment guidance

This unit is internally assessed. There is a maximum number of three summative assignments for this unit. Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

It is suggested that learning aim A is assessed via a written report. Learners should evaluate ethics and values in a sport of their choice. They will need to be able to show how fairness, integrity, responsibility and respect impact on the sport of their choice and give examples to highlight where ethics have had a positive or negative impact. Learners should use a sport they are very familiar with and can access examples about the way it implements ethics and values. The examples should be from local and national/international sport. Learners will also need to investigate the reasons why participants and officials make unethical decisions or take unethical actions.

To support learners in their report writing, they should be encouraged to use sub headings and annotations such as pictures and diagrams to support explanations.

Learning aim B will be based around a case study linked to a sport of the learner's choice. It does not have to be the same sport as learning aim A, but this may be advisable. Within the case study, learners are required to discuss the benefits of ethical practise and the influences affecting



implementing those ethical values. This should include information about international organisations that are responsible for enforcing ethics and values as well as reasons why organisations may choose not to make ethical choices. The culmination of the case study will be a review of the methods that can be used by a sport to uphold ethical values.

Due to the applied nature of the case study assessment methodology, learners should be strongly recommended to support their views with references and detailed examples from their sport.

Learning Aim C requires the production of a research project. To support learners in their research project, they should be encouraged to use the sub-headings listed in the authorised assignment brief, which should ensure that they include all of the necessary information about the local and national/international event. Learners should be given the opportunity to complete some research on local and national events to find out which ones have the most available information so they can discuss the key characteristics. Their choice of events will be key to their success in this assessment. If possible, they could work with a local organisation who runs/hosts a local event so they have first-hand knowledge of how the event operates. The focus of the research will be centred around how organisations have implemented ethics, values and positive behaviours in local and national/international events. This should include an analysis of ways that the event organisers could increase positive ethics and behaviours and then recommendations of methods to increase positive ethical practice.



Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Introduction

Introduce this unit to learners by using a series of activities based on the general importance of positive ethics and values in sport, identifying any prior knowledge and understanding. Outline that the unit explores ethics, values and behaviours. Explain that learners will be equipped with the skills to identify positive and negative ethical practice and recommend methods of promoting greater ethical practice at sports events.

Learning aim A: Explore ethics and values in sport

- Introduce learning aim A by giving definitions of ethics and values.
- For A1, learners could be encouraged to list rules that are in their society and the associated judgements of not complying with those rules. They could then discuss how fairness, integrity, responsibility and respect impact on sport in general. There are lots of examples on the internet from international sport and learners could be given time to research examples.
- To understand the values of sport, learners could be given case studies or scenarios of situations in sport. They could then highlight the value systems sport has in place and the positive and negative impacts of these values being enforced. Learners could relate their work to their local sports club, which should give them a basic understanding before they come to applying it to a wider sporting context.

Learning aim B: Examine the impact of ethics and values on the organisation of sport

- Learning aim B is focused on the impact of ethics and values on the organisation of sport. As this will be a new topic for many learners, they should be given the opportunity to conduct independent research, but also be guided to the correct organisations so they have a starting point.
- For B1, learners could use independent research time to find out the purpose of key organisations who are responsible for enforcing positive ethics and values. They could then be directed towards finding cases where the organisations have intervened in sporting situations to uphold ethics and values.
- Group work and discussion would be a starting point for B2, as learners could highlight the importance of positive ethics and values to certain organisations. In smaller groups they could be given a case study to work on that analyses the specific importance of ethics and values to a particular organisation. The groups could then share with the whole class to increase total knowledge.
- For B3, learners should be made aware of the influences affecting ethical values. Specific examples should be used to show learners national and international influences. There are a number of video clips readily available, which could be used for flipped learning activities.
- Learners could then be introduced to methods that organisations could use to increase their ethical practice. Once they have a wider understanding of the range of methods, they



can be given case studies that allow them to apply specific methods to certain situations. For example, running tournaments based on participation rather than winning for under 8s teams in their local sports club.

Learning aim C: Investigate how sporting events implement ethics and values

- Introduce learning aim C by using video clips and handouts to show learners different types of sporting event across the world. They can then discuss the scale of the events and the prevalence in their local area and country.
- For C1, learners could experience a sports event in their local area. This may involve them volunteering at the event or just attending to observe. Alternatively, a guest speaker could be brought in to discuss event management. Learners could then be introduced to the key characteristics of an event and which would have a significant impact on ethical practice.
- Learners should be introduced to methods that may increase personal and organisational ethics and behaviours. They could then discuss their suitability for implementation in the local event used in C1. Learners could use case studies to apply different methods of increasing ethical practice.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 2: Careers in Sport and Active Leisure
- Unit 5: Self-employment in Sport and Physical Activity
- Unit 11: Business in Sport
- Unit 12: Sports Tourism
- Unit 15: Developing Coaching Skills
- Unit 17: Inclusive Coaching
- Unit 20: Large Sports Spectator Events
- Unit 30: Organising Events in Sport and Physical Activity.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International L3 Qualifications in Sport. Check the Pearson website at: (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Caplan A, Parent B – *The Ethics of Sport: Essential Readings* (Oxford University Press, 2016) ISBN 9780190210991. Chapter 1 focuses on what sport is and how ethics affect sport.

Hardman, A - *The Ethics of Sports Coaching* (Ethics and Sport) Routledge (1 Dec. 2010) ISBN-10 : 0415557755 Covers all aspects of ethics in coaching, including talent identification and setting professional standards in coaching.

Journal

Ethics, Integrity and Well-Being in Elite Sport: A Systematic Review – Authors: Deborah Agnew, Philippa Henderson and Carl Woods

Sport ethics: applications for fair play. – Authors - Lumpkin, A. ; Stoll, S. K. ; Beller, J. M.

Sports Ethics Relativity: Point of View of Athletes and Sport Community Members – Author: Andrius Kardišauskas

Videos

<https://www.youtube.com/watch?v=Ep-IIC8gxxo> – The Ethics of Competitive Sports. This video explores the importance of ethical behaviour in competitive sports and aims to briefly inform the viewer on current and pertinent research.

https://www.youtube.com/watch?v=gDtI_EoVoE – Ethics in Sports: a video discussing Lance Armstrong and the impact of poor ethics on his career.

<https://www.youtube.com/watch?v=THGvsT-m4oU> – Ethics of Sports: Do Sports Morally Matter? A video to explore ethical issues in sports, including the value of winning, violence in sports, and intercollegiate athletics and their impact on education.



Websites

<http://www.pned.pt/media/31479/Ethics-in-Sport-Guidelines-for-Teachers.pdf> Luso-Illyrian Institute for Human Development (iLIDH) – A document that provides guidelines for teachers about ethics in sport

<http://psychology.iresearchnet.com/sports-psychology/moral-development/moral-values-and-attitudes-in-sport/> Psychology – An article related to moral values and attitudes in sport.

<https://www.tandfonline.com/> Taylor Francis Online – A site that has a number of journals that relate to ethics and values in sport

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.